Maturita in English; Assessment of writing part 1 (140-1190 words)				
B1-2	**Content**	**Communicative achievement**	**Organisation**	**Language**
5	**All** content is relevant to the task. The target reader is **fully** informed.	Uses the conventions of the communicative task **to hold** the target reader's **attention** and communicate **straightforward and complex ideas.** B2(3)	The text is **generally well-organised** and coherent, using a **variety** of linking words and a cohesive devices.	Uses a range of **everyday vocabulary appropriately**, with **occasional inappropriate** use of **less common lexis.** Uses a range of **simple and some complex grammatical** forms with a **good degree of control**. Errors **do not impede communication.**
4	**Minor irrelevances** and/ or **omissions** may be present. The target reader is **on the whole** informed.	Uses the conventions of the communicative task **to hold** the target reader's **attention** and communicate **straightforward ideas.** B1(5)	Text is **mostly well-organised** and coherent, using a **variety** of **linking words** and **some cohesive devices**.	Uses a range of **everyday vocabulary mostly appropriately**, with **occasional inappropriate** use of **less common lexis.** Uses a range of **simple and some complex grammatical** forms with **mostly a good degree of control.** Errors **rarely impede** communication.
3	**Some irrelevances** and/ or **omissions** may be present. The target reader is **on the whole** informed.	Uses the conventions of the communicative task **in generally appropriate ways to communicate straightforward ideas**. B1(3), B2(1), A2(5)	Text is connected and coherent, using **basic linking** words and a **limited** number of **cohesive devices**.	Uses **everyday vocabulary generally appropriately,** while **occasionally overusing certain lexis.** Uses **simple grammatical forms with** a **good degree of control**. While **errors are noticeable**, **meaning can still be determined.**
2	**Irrelevances and misinterpretations** of the task may be present. The target reader is still in some way **informed**.	Uses the conventions of the communicative task **to communicate ideas generally in simple ways.**	Text is connected using **basic linking**, **high-frequency** words and a limited number of cohesive devices. The coherence is minimal, but present.	Uses basic vocabulary reasonably appropriately, while **often overusing certain lexis.** Uses **simple grammatical** forms with **some degree of control.** **Errors may impede meaning at times**.
1	**Irrelevances and misinterpretations** of the task may be present. The target reader is **minimally informed**.	Produces text that **communicates simple ideas in simple ways**. B1(1)	Text is connected using **basic, high-frequency linking words.** Text is **mostly incoherent**.	Uses **basic vocabulary mostly inappropriately**, while often overusing certain lexis. Uses **simple grammatical** forms with **minimum degree of control.** **Errors may impede meaning.**
0	The Content is **totally irrelevant.** The target reader **is not informed.**	*Performance below Band 1.*		

Maturita in English; Assessment of writing part 2 (60-80 words)				
B1-2	Content	Communicative achievement	Organisation	Language
5	**All** content is relevant to the task. The target reader is **fully** informed.	Uses the conventions of the communicative task **to hold** the target reader's **attention** and communicate **straightforward ideas.**	The text is **exceptionally/generally** well-organised and linked, **avoiding repetitive use** of cohesive devices and linking expressions.	Uses a range of **everyday vocabulary appropriately**, with **occasional inappropriate** use of **less common lexis.** Uses **a range of** grammatical forms appropriate to the type of writing with **a good degree of control**. Errors **do not impede communication.**
4	**Minor irrelevances** and/ or **omissions** may be present. The target reader is **on the whole** informed.	Uses the conventions of the communicative task **to hold** the target reader's **attention** and communicate **straightforward ideas.**	The text is **mostly** well-organised and linked, with **occasional repetition** in the use of cohesive devices and linking expressions.	Uses a range of **everyday vocabulary mostly appropriately**, with **occasional inappropriate** use of **less common lexis.** Uses **a range of** grammatical forms appropriate to the type of writing with **mostly a good degree of control**. Errors **rarely impede** communication.
3	**Some irrelevances** and/ or **omissions** may be present. The target reader is **on the whole** informed.	Uses the conventions of the communicative task **in generally appropriate ways to communicate straightforward ideas**.	The text is **fairly well-organised and linked.** Although **some repetition** in the use of cohesive devices and linking expressions is present, **the overall text remains consistent.**	Uses **everyday vocabulary generally appropriately,** while **occasionally overusing certain lexis.** Uses **simple grammatical forms with** a **good degree of control**. While **errors are noticeable, meaning can still be determined.**
2	**Irrelevances and misinterpretations** of the task may be present. The target reader is still in some way **informed**.	Uses the conventions of the communicative task **to communicate ideas generally in simple ways.**	The text **shows some organization and linking**, but there is **frequent repetition** and **inconsistent** use of cohesive devices and linking expressions.	Uses basic vocabulary reasonably appropriately, while **often overusing certain lexis.** Uses **simple grammatical** forms with **some degree of control.** **Errors may impede meaning at times**.
1	**Irrelevances and misinterpretations** of the task may be present. The target reader is **minimally informed**.	Produces text that **communicates simple ideas in simple ways**.	The text **lacks clear organization and linking**, with **excessive repetition and limited use** of cohesive devices and linking expressions.	Uses **basic vocabulary mostly inappropriately**, while often overusing certain lexis. Uses **simple grammatical** forms with **minimum degree of control.** **Errors may impede meaning.**
0	The Content is **totally irrelevant.** The target reader **is not informed.**	*Performance below Band 1.*		

Assessment scale for writing 1

Score:	Mark	Percentage
15-13	1	100-87%
12-11	2	80-73%
10 - 8	3	67-53%
7 - 6	4	46-40%
5 - 0	5	33-0%

Assessment scale for writing 2

Score:	Mark	Percentage
20-17	1	100-85%
16-14	2	80-70%
13-11	3	65-55%
10-8	4	50-40%
7-0	5	35-0%

*Overall assessment: **60%** of the final mark for **Writing 1** and **40%** for **Writing 2**. The total **minimum word count for both parts combined** is **200 words**. If this requirement is not met, the work will not be assessed, as it fails to meet the exam standards.*